



**USAID** | **SENEGAL**  
DU PEUPLE AMERICAIN

# MATERIALS PRINTING & DISTRIBUTION REPORT

2018-2019 STUDENT AND TEACHER MATERIALS (OUTPUT 1.1)

PRE-DISTRIBUTION + IMMEDIATE POST-DISTRIBUTION AUDITS

## LECTURE POUR TOUS

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## ACRONYMS

BL	<i>Bon de livraison</i>
IA	<i>Inspecteurs d'Académies</i>
IEF	<i>Inspection de l'Education et de la Formation</i>
MEN	<i>Ministère de l'Education National</i>

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## EXECUTIVE SUMMARY

The Government of Senegal and its ministry of education – *Ministère de l'Éducation Nationale* (MEN) – have launched a national reading program, “*Lecture Pour Tous*,” to significantly increase reading outcomes for students in early grades. USAID’s primary technical assistance initiative to aid the national program, contracted under USAID/All Children Reading and referred to here as simply *Lecture Pour Tous*, is implemented by Chemonics International and its consortium of partners in support of the Senegalese national reading program led by the MEN. *Lecture Pour Tous* began in October 2016 and runs through July 2021, aiming to greatly improve reading levels for students in Grades 1-3 through an effective, sustainable and scalable national program. This technical assistance program targets three outcomes to achieve this goal: 1) improved early grade reading instruction in public primary schools and *daaras*, 2) delivery systems for early grade reading instruction, and 3) parent and community engagement in early grade reading.

As part of achieving Output 1.1 of the program – evidence-based early grade reading materials in Senegalese languages are provided – *Lecture Pour Tous* worked with the MEN to distribute teaching and learning materials consisting of teacher's guides, alphabet charts, student classroom textbooks, student take-home booklets, and decodable leveled readers in Wolof, Pulaar, and Serer for Grade 1 (*cours d'initiation*, or “CI”) and Grade 2 (*cours préparatoire*, or “CP”) in the program’s six targeted regions for the 2018-2019 school year to each of the 3,376 targeted schools, including *daaras*. Following an open and competitive bidding process, an international printing company printed these materials and a distribution company delivered the teaching and learning materials for the 2018-2019 academic year from December 2018–January 2019. *Lecture Pour Tous* facilitated a second wave of distribution the first week of February 2019 in order to fill gaps in schools whose directors did not pick up their materials during the distribution campaign.

Contractually, a single report that describes the results of the pre-distribution and immediate post-distribution audits of these materials must be submitted to USAID and the MEN within 30 calendar days following completion of the immediate post-distribution audits. These audits cover all the teaching and learning materials made available to students and teachers engaged in Year 3 of the *Lecture Pour Tous* program during the 2018-2019 school year.

The two audit reports, conducted respectively in late 2018 and early 2019, confirm that the correct quantities of all materials were printed and packaged before distribution, and that these materials were effectively distributed to the *Inspection de l'Éducation et de la Formation* (IEF) offices in each targeted department as planned, before school directors then picked up the materials and brought them to their schools in a publicized distribution campaign.

Nevertheless, *Lecture Pour Tous* did experience challenges during pre- and post-distribution, which are detailed in this report. For instance the program encountered some delays during the printing stage and has taken a number of measures to avoid such challenges in the future: establishing an institutional review calendar for the next round of material development to ensure that input is integrated in a timely manner; and proactively identifying ways to rectify pre-press issues as they arise. Moreover, *Lecture Pour Tous* plans to allot sufficient time to manage unexpected inspections and customs complications to avoid delays with future shipments.

Overall, *Lecture Pour Tous* observed no major problems during pre-distribution. The program’s logistical team complied with the established distribution plan, shipping the various batches of materials to each IEF

and region. Materials were received at the various warehousing locations and within the established deadlines, so that the distribution campaign from the IEFs to the school directors could be initiated as planned. During the distribution campaign, Lecture Pour Tous collaborated with relevant actors to successfully plan and execute an efficient delivery to field sites. It should be noted, however, that its service provider, Bolloré Logistics and Transport Senegal, was not able to operationalize its electronic monitoring system (track and trace) due to technical difficulties as well as the tight distribution timeline. Lecture Pour Tous is taking the steps necessary to employ this system for the next distribution campaign to enable real-time monitoring of materials distribution and greatly facilitate the compilation of data.

In summary, the January 2019 teaching and learning materials distribution campaign led to the delivery of the correct quantities and language of Lecture Pour Tous teaching and learning materials to nearly 99% of all schools and daaras, thereby benefitting 211,690 students across 21 IEFs.

Due to challenges in accurately projecting the exact number of classes, students, and teachers requiring materials, Lecture Pour Tous used conservative projections for the 2018-2019 school year that resulted in a considerable surplus of supply at the end of the distribution campaign. While the surplus is considerable, Lecture Pour Tous plans to start lessons from the very beginning of the school year, and to fill in any gaps in supply over the next two school years.

Despite several challenges, the distribution campaign for 2018-2019 teaching and learning materials was successful overall. Lessons learned during the 2017-2018 distribution made it possible for Lecture Pour Tous to distribute all instructional materials within a very short period of time. Despite the fact that it was executed in January 2019 due to delays in the development, printing, and shipping of the materials, this rapid distribution effort is considered a success by all of the partners and beneficiaries. Furthermore, the upcoming 90-day post-distribution audit will allow the MEN and Lecture Pour Tous to fully confirm that the sufficient quantity of all material types in the right language are in fact in the hands of students and teachers, and that they are being used and managed effectively.

# **I. PRE-DISTRIBUTION AUDIT OF 2018-2019 STUDENT AND TEACHER MATERIALS**

## **A. Summary of the Printed Student and Teacher Materials**

As a result of a competitive bidding process conducted in 2018, Burda East Africa Ltd. was contracted to print teaching and learning materials for CI and CP for the 2018-2019 school year in Wolof, Pulaar and Serer.

Per the subcontract signed on July 9, 2018, Burda East Africa Ltd. printed the materials specified by material type and language in Table I below. In total, 817,840 copies of all materials were printed. This quantity was calculated based on estimates of the number of students enrolled and the number of teachers trained during the 2017-2018 school year, and ensured sufficient copies would be available: one copy of the student textbook and take-home booklet for each targeted student (i.e., all public primary CI and CP students in the regions of Diourbel, Fatick, Kaffrine, Kaolack, Louga and Matam and students in 62 daaras); one guide for each teacher per designated grade; alphabet charts for every CI classroom; a full set of leveled readers per every 10 students in a classroom (with levels 1-3 intended for CI, and levels 3-5 intended for CP); and student and teacher materials for every school director, as needed for their work as teacher coaches and supervisors.

**Table I: Teaching and Learning Materials Printed for 2018-2019**

<b>Line Item</b>	<b>Description</b>	<b>Qty.</b>
1	Teacher's Guide/CI – Wolof	5,400
2	Teacher's Guide/CI – Pulaar	1,660
3	Teacher's Guide/CI – Serer	1,920
4	Teacher's Guide/CP – Wolof	2,860
5	Teacher's Guide/CP – Pulaar	900
6	Teacher's Guide/CP – Serer	1,020
7	Student Textbook/CI – Wolof	155,540
8	Student Textbook/CI – Pulaar	60,800
9	Student Textbook/CI – Serer	62,740
10	Student Textbook/CP – Wolof	38,740
11	Student Textbook/CP – Pulaar	15,120
12	Student Textbook/CP – Serer	15,600

13	Take-Home Booklet/CI – Wolof	154,980
14	Take-Home Booklet/CI – Pulaar	60,620
15	Take-Home Booklet/CI – Serer	62,540
16	Take-Home Booklet/CP – Wolof	38,160
17	Take-Home Booklet/CP – Pulaar	14,940
18	Take-Home Booklet/CP – Serer	15,400
19	Alphabet Chart/CI – Wolof	2,700
20	Alphabet Chart/CI – Pulaar	850
21	Alphabet Chart/CI – Pulaar	1,000
22	Decodable leveled readers – Level 1 Wolof (4 booklets per level)	15,500
23	Decodable leveled readers – Level 1 Pulaar (4 booklets per level)	6,100
24	Decodable leveled readers – Level 1 Serer (4 booklets per level)	6,300
25	Decodable leveled readers – Level 2 Wolof (4 booklets per level)	15,500
26	Decodable leveled readers – Level 2 Pulaar (4 booklets per level)	6,100
27	Decodable leveled readers – Level 2 Serer (4 booklets per level)	6,300
28	Decodable leveled readers – Level 3 Wolof (4 booklets per level)	19,350
29	Decodable leveled readers – Level 3 Pulaar (4 booklets per level)	7,600
30	Decodable leveled readers – Level 3 Serer (4 booklets per level)	7,800
31	Decodable leveled readers – Level 4 Wolof (4 booklets per level)	3,850
32	Decodable leveled readers – Level 4 Pulaar (4 booklets per level)	1,500
33	Decodable leveled readers – Level 4 Serer (4 booklets per level)	1,550
34	Decodable leveled readers – Level 5 Wolof (4 booklets per level)	3,850
35	Decodable leveled readers – Level 5 Pulaar (4 booklets per level)	1,500
36	Decodable leveled readers – Level 5 Serer (4 booklets per level)	1,550
<b>Total materials printed</b>		<b>817,840</b>

## B. Printing Execution and Challenges

Burda East Africa Ltd. executed the printing project successfully, producing required quantities of all titles as specified. However, there were multiple issues along the way due to changes in technical specifications, paper requirements, and delivery timelines. The following table details the most important issues. Several



errors in book design and editing (pre-press) caused setbacks which then resulted in additional delays in the distribution of the full package of materials. To mitigate this problem, Lecture Pour Tous printed and distributed excerpts of the student and teacher materials to allow schools to begin lessons at the beginning of the year.

**Table 2: Key Issues Encountered in the Printing of the 2018-2019 Teaching and Learning Materials**

<b>Deliverable Delays and Comments Deliverable #</b>	<b>Deliverable Name</b>	<b>Original Date</b>	<b>Revised Date</b>	<b>Actual Date</b>	<b>Comments</b>
1	One printed sample of the teacher's guide and student textbook in each language.	7/30/18	8/2/18	8/3/18	Files were not print-ready. There were size discrepancies between the cover and inside pages, bleed issues on some pages, the tables were not readable in some files, and the colors were not CYMK.
2	One printed sample of the take-home booklet, alphabet chart, and decodable leveled readers in each language.	8/7/18	8/21/18	8/21/18	Files received were missing inner and cover page files; changes in design received from USAID.
3	Printing of 950 CI teacher's guides, 950 CP teacher's guides, 950 CI student textbooks, and 950 CP student textbooks.	8/20/18	9/28/18	9/14/18	Number of pages changed from contract, requiring additional paper order and re-planning of production; files originally supposed to start printing 8/2, approval received 8/16: hence loss of slot in production planning as well as reserved capacity for thread sewing; production started 8/22; additional changes received 8/20, final files received 8/23; issues with logo.
4	Remaining teacher's guides and student textbooks, and all take-home booklets, alphabet charts, and decodable leveled readers, items 1-36 above, packaged and ready to ship.	8/29/18	11/9/18	11/9/18	File reception planned for 10/1 for decodable readers vs 8/11 in original planning; revised design decided by Chemonics on 10/24; production on 10/30, delivery on expected date 11/9; loading started 11/14 due to late selection (11/5) and coordination required for loading with Bolloré; delays in 2nd shipment due to random customs check; departure 12/4.

In light of these findings, Lecture Pour Tous has taken a number of measures to avoid such challenges in the future. This includes establishing an institutional review calendar for the next round of teaching and learning materials to ensure that input is integrated in a timely manner; the materials development team has also reviewed the printer's feedback and identified ways to rectify these pre-press issues when finalizing the next round of materials.

### **C. On-Site Inspection of Printed Materials**

Lecture Pour Tous deployed its compliance officer to La Coruña, Spain, in order to conduct an on-site production inspection (physical audit) of the materials pre-distribution. On October 25, 2018, the Lecture Pour Tous compliance officer, assisted by three people made available to him by the printer, was able to check a large portion of the production, estimated to be 52% of the materials available at the time of the audit (all materials except for the leveled readers had been printed by then). This audit also inspected the quantitative and qualitative aspects of the materials, as well as packaging (lamination by batch, packaging, labelling) and palletization. The only recommendation made to the printer was to strengthen the packaging of the alphabet posters in order to prevent them from being damaged during transport to Senegal. The inspection visit was overall satisfactory and confirmed compliance with all of the technical specifications (paper format and weight, covers, finish, etc.) required by Lecture Pour Tous for all printed materials.



*Figure 1: On-site Inspection (La Coruña, Spain)*



*Figure 2: On-site Inspection (La Coruña, Spain)*

### **D. Shipping and Pre-Distribution**

Following an open bidding process conducted in 2018, Bolloré Logistics and Transport Senegal was contracted to ship the teaching and learning materials from La Coruña, Spain to Dakar, Senegal and subsequently distribute the materials to the 21 IEF offices within the six Lecture Pour Tous-supported regions of Kaolack, Kaffrine, Fatick, Diourbel, Louga, and Matam.

In accordance with the contract signed by Bolloré, the service provider was responsible for all aspects of the international transport of materials from Spain to Senegal, handling the export formalities, import and customs clearance on arrival, the unloading (at the Dakar port) and storage in its warehouses, as well as the delivery of materials to IEF distribution sites.

Bolloré carried out a materials inspection (quantity control and packaging) in La Coruña, Spain, and submitted a complete inspection report confirming all printed materials in accordance with those ordered. Following this inspection at the storage site in Spain, Bolloré shipped equipment from La Coruña, Spain, to Dakar, Senegal. The table below summarizes the inspections performed.

**Table 3: Pre-distribution Inspections Performed for the 2018-2019 Teaching and Learning Materials**

Element of the pre-distribution audit of the main material distribution phase	Quantities printed	Signature of press proof (DD/MM/YY)	Production date	On-site Inspection date (Spain)	Findings following the on-site inspection in Spain	Site inspection in Senegal	Findings following the on-site inspection in Senegal	Supporting documents for audit purposes
<b>Output 1.1: Evidence-Based Early Grade Reading Materials in Senegalese Languages Provided</b>								
Teachers Guide CI & CP (Wolof, Serer and Pulaar)	13,76	8/22/18	10/02/2018	10/23/18	Quantities verified vs. P.O.	12/17/18	Quantities verified vs. P.O.	On-site inspection report, Inspection forms
Student textbooks CI & CP (Wolof, Serer and Pulaar)	348,54	8/22/18	9/28/18 - 10/23/18	10/23/18	Quantities verified vs. P.O.	12/17/18	Quantities verified vs. P.O.	On-site inspection report, Inspection forms
Student booklets CI & CP (Wolof, Serer and Pulaar)	346,64	8/22/18	9/25/18- 10/02/18	10/23/18	Quantities verified vs. P.O.	12/17/18	Quantities verified vs. P.O.	On-site inspection report, Inspection forms
Alphabet charts CI (Wolof, Serer and Pulaar)	4,55	8/14/18	10/08/2018	10/23/18	Quantities verified vs. P.O.	12/17/18	Quantities verified vs. P.O.	On-site inspection report, Inspection forms
Decodable leveled readers (Level 1-5) (Wolof,	421	10/9/2018	11/9/2018	N/A	N/A	12/17/18	Quantities verified vs. P.O.	Inspection forms

Serer and Pulaar)								
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## I. Spain - Senegal Transport

Given the large number of materials (44 twenty-foot containers after packing) and the lack of control over the exact availability date of all of the materials, Lecture Pour Tous conducted an initial air transport of the first batch of materials needed for trainings, and thereafter, used maritime transport.

The details of the various transports are shown below:

International Transport	Shipping Dates	Arrival Dates	Transport References	Quantities
Air Transport	10/26/2018	10/28/2018	AWB / 057-2335 3982 VOL / AF0718	6 pallets with 7,600 books
1st Maritime shipment	11/21/2018	12/5/18	BL / IBC0467976 CMA/CGM VOY 013KXS	16 20' containers with 239,940 books
2nd Maritime shipment	12/4/2018	12/15/19	BL / IBC0468734B CMA/CGM VOY 021KXS	28 20' containers with 571,200 books

For future shipments, several challenges must be kept in mind and thus sufficient time must be allotted: the delays were due principally to an unexpected inspection by the Spanish port and customs authorities triggered by the sheer volume and value of the freight, and the delayed request for a waiver for a non-US flag vessel to transport the materials to Senegal.

## II. Customs Formalities

In order to obtain customs clearance in a timely fashion, Lecture Pour Tous took all necessary upstream measures to avoid customs duties and local taxes before the arrival of the materials. Nevertheless, the program encountered problems obtaining custom clearance despite the assistance from USAID and the MEN. This problem was principally due to the significant volume and value of the materials. Fortunately, the service provider, Bolloré had the expertise and know-how to acquire a provisional authorization. This saved a significant amount of time in distribution. Lecture Pour Tous and Bolloré then regularized the customs formalities following the acquisition of the exemption title.

## III. Pre-Distribution Storage

Before the arrival of the materials, a Lecture Pour Tous team went to identify, audit, and validate the storage location used for the materials to ensure compliance with storage and security standards. Unfortunately, Lecture Pour Tous' was not able to obtain authorization to inspect the materials at the port of Dakar. The team therefore conducted an inspection at the Bolloré warehouses. The transfer of

the 44 containers from the port of Dakar to the Bolloré warehouse was conducted progressively between December 12 and 24, 2018; Lecture Pour Tous conducted its final pre-distribution audit on December 26, 2018 after everything had been transferred to the Bolloré warehouse.

In conducting this audit, the Lecture Pour Tous team used the following documents to check for compliance:

- Printing contract;
- Printer's packing list;
- Transporter's bill of lading.

Cross-referencing these various documents with the stock received in Dakar and stored in the Bolloré warehouse allowed Lecture Pour Tous to verify that all materials that had been printed were received and in good condition prior to distribution. The team then prepared an inspection form (see appendix) documenting receipt of all of the quantities printed for each item.



Figure 3: Pre-Distribution Inspection - Bolloré Warehouse Dakar Senegal





Figure 4: Bolloré Warehouse - Dakar, Senegal

#### **IV. Dispatching and Transport**

Lecture Pour Tous submitted a detailed distribution plan to Bolloré, specifying the quantity and nature of materials to be delivered to each of the 21 targeted IEFs as well as specific distribution dates. This distribution plan was agreed upon with Bolloré and shared with the Lecture Pour Tous zonal offices, and the leadership of the MEN's *Inspections d'Académie* (IA) at the regional levels and the IEFs. At this stage, the inspectors made practical arrangements for the storage of the materials at each IEF-identified site (i.e., a locked room at either a regional teacher training center, school or IEF), using the pre-determined criteria to ensure that the materials would be secure and safe from the elements.

In compliance with the distribution plan, Bolloré dispatched the materials to each IEF, according to quantities required, type of material, language (Wolof/Pulaar/Serer) and grade level (CI/CP). Using eight trucks over 10 days, Bolloré shipped batches of materials to the 21 IEFs involved.

Lecture Pour Tous provided Bolloré with the necessary documents and forms (e.g., shipping list, receipt list) according to the agreed-upon means, so that the various stages of transport to the IEFs could be well-documented. Both the departure of the materials from Dakar, and their arrival on site, were verified:

- A shipping list, by truck, signed by the warehouse head and the transporter upon departure from Dakar;
- A receipt list, signed by representatives of Lecture Pour Tous, the area accounting department, and the Bolloré Agent, and then certified by the IEF of the jurisdiction upon arrival.

Following the measures noted above, Lecture Pour Tous observed no major problems at this stage of distribution. Bolloré complied with the established distribution plan, shipping the various batches of materials to each IEF and region. Materials were received at the various warehousing locations and within

the established deadlines, so that the distribution campaign from the IEFs to the school directors could be initiated on the dates set. Based on lessons learned during the 2017-2018 distribution, Lecture Pour Tous' zonal, regional, and department-level personnel worked closely with the IEFs to make the receipt and distribution of the materials successful.

## **2. IMMEDIATE POST-DISTRIBUTION AUDIT OF THE 2018-2019 TEACHING AND LEARNING MATERIALS**

### **A. Summary**

Bolloré conducted the principal materials distribution operation to the targeted 21 IEFs from January 7-17, 2019. After delivery to the IEFs, the MEN and Lecture Pour Tous organized a distribution campaign for school directors to come to their designated IEF to pick up the materials for their schools.

Most of the materials were also successfully transferred to the directors during this same period, with satisfactory rates of directors receiving their schools' materials in Kaolack (98.9%) and Louga (98.8%). For the few schools whose directors, once notified, were late to pick up their materials, Lecture Pour Tous implemented a mitigation plan in order to deliver the remaining materials and make them available to these schools. This distribution continued via the Lecture Pour Tous focal points and the IEF's accounting offices throughout the month of January and the beginning of February 2019, during the training of the directors from February 6-8, 2019. This mitigation plan made it possible to complete distribution to Lecture Pour Tous schools.

The thorough involvement of the representatives of Bolloré, the IEF accounting personnel and Lecture Pour Tous field-based staff, along with the distribution strategy adopted, contributed significantly to the success of this operation.

### **B. Distribution Strategy and Plan**

Based on lessons learned during Lecture Pour Tous' 2017-2018 materials distribution, the team adopted a new strategy for 2018-2019 consisting of a centralized distribution to the IEFs, delivering materials to multiple regions at the same time (see table below for more details). Thus, the staging of materials was primarily done in the IEF offices, and on occasion in schools and regional teacher training centers that were also used as staging and distribution sites.

In compliance with the distribution plan, Bolloré prepared the materials intended for each IEF the night before the distribution campaign began; the school directors arrived to retrieve the materials in each region except for Louga and Kaolack where materials arrived in the early morning the first distribution day. The distribution campaign schedule, summarized below, incorporated these logistical aspects, along with the movement of the staff involved, and the placement and accessibility of the distribution sites as previously agreed upon with Bolloré, the IAs, and IEFs, in order to cover the 21 target IEFs.

**Table 4: Teaching and Learning Material Distribution Campaign Dates by Region and IEF**

DATES	REGION (IA)	IEF
January 7 - 9, 2019	Matam	Matam Commune
		Ranérrou
		Kanel
	Fatick	Fatick
		Foundiougne
		Gossas
		Diofior
January 10 - 12, 2019	Louga	Louga
		Kebemer
		Linguère
	Kaolack	Kaolack Commune
		Kaolack Department
		Guinguinée
		Nioro
January 14 - 17, 2019	Diourbel	Diourbel
		Mbacké
		Bambey
	Kaffrine	Kaffrine
		Berkilane
		Kounguel
		Malem Hodar

LPT reimbursed school directors for transportation costs incurred picking up the materials at the IEFs. Most school directors used their owned motorcycles to transport their items, while a few used carts. All directors acknowledged receipt of transportation reimbursements by signing receipt forms.

During the distribution campaign, Lecture Pour Tous undertook a number of necessary actions for the successful planning and execution of this distribution phase to ensure an efficient delivery to field sites. The table below summarizes several of these measures.



**Table 5: Lecture Pour Tous Materials Distribution Planning and Oversight Measures**

No. DEFINED MEASURES	AGENT IN CHARGE
1 Validation of the database of schools involved with distribution and sharing with Bolloré	MEL/Supply Chain Manager
2 Sharing the list of schoolbooks to be distributed in the schools with the area coordinators, along with the distribution key by materials	Supply Chain Manager/Zonal Office Coordinators
3 Sending the IEFs/IAs the list of schoolbooks to be distributed in the schools, along with the distribution keys	Zonal Office Coordinators/IEF Focal Points
4 Planning meeting with Bolloré	Operations/Supply Chain/Bolloré
5 Communication of execution/distribution schedule to Bolloré	Operations
6 Management of trucks exiting the Bolloré warehouses to transport the schoolbooks to the IEFs	Supply Chain/Bolloré
7 Identification of the storage sites needing specific security measures	Zonal Office Coordinators/IEF Focal Points
8 Communication to the IEFs/IAs of the dates set for delivering the schoolbooks to the IEF directors	Zonal Office Coordinators/IEF Focal Points
9 Receipt of the schoolbooks at the IEFs and signing of the delivery slips by the Lecture Pour Tous focal points and the IEFs' area accounting offices; IEFs affix their signatures and inspection seals in order to certify receipt of the schoolbooks	IEF Focal Points/IEFs
10 At each IEF location, stacks of books sorted based on language and grade level (this will be done prior to distribution day by the distributor)	Bolloré/IEF Focal Points/IEFs
11 Daily distribution monitoring and report	IEF Focal Points/Supply Chain
12 Signature by the directors of the receipt slip at the time of delivery.	IEF Focal Points/IEFs/School Directors/Bolloré
13 Collection and transmission, to Dakar, of delivery and receipt slips, in sealed envelopes, for classification.	IEF Focal Points/Zonal Office Coordinators/MEL

14	Distribution evaluation meeting	Zonal Coordinators/DCOP/Operations/Supply Chain
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During the distribution campaign, each IEF had three days during which all school directors were to collect materials and bring them directly to their schools. To assist with this process, Lecture Pour Tous ensured that each IEF was supported by two Bolloré agents, an IEF educational materials officer (*comptable des matières*), and two Lecture Pour Tous staff. The teams at each IEF ensured an effective and efficient delegation of tasks. When Bolloré delivered the materials to each staging and distribution site, its representatives oversaw the unloading and arrangement of the materials by category and language; Bolloré recruited warehouse personnel to support this process.

Following these operations, the Bolloré representatives, IEF educational materials officers, and Lecture Pour Tous staff inspected the materials, checking quantities received against delivery slips as well as the condition of the materials. A receipt slip, signed by the parties involved and certified by the IEF, was then prepared in order to confirm receipt of the materials.

Following this verification process, the distribution operations began, and the school directors came to collect their items. Lecture Pour Tous staff were responsible for identifying the directors and confirming with them the information already entered on each delivery slip (*bon de livraison* or “BL”): the school name, class number, class level (CI-CP), staff responsible, and language of instruction (Wolof, Pulaar or Serer). Each school director then checked the compliance of his/her delivery against the delivery slip and certified receipt of the materials by signing and affixing a school seal. Upon receipt of a delivery slip, duly completed and verified by all parties, school directors then proceeded to a second Lecture Pour Tous representative to collect a transport expense reimbursement. This strategy, adopted for all 21 IEFs, allowed for an efficient collaboration between the local educational authorities, the Lecture Pour Tous staff, and the directors of the various beneficiary schools. Lecture Pour Tous was thus able to achieve complete the distribution of materials to directors of nearly all schools during these three intensive distribution days.

Unfortunately, however, Bolloré was not able to operationalize the electronic monitoring system (track and trace) initially planned for this distribution. The service provider’s Link system, provides real-time tracking, inventory, first and last mile status updates, using inputs from all relevant supply chain actors. The system was not employed due to technical difficulties as well as the tight distribution timeline. We recognize that the use of a track and trace system would allow for real-time monitoring of materials distribution and greatly facilitate the compilation of data. Lecture Pour Tous is therefore taking the steps necessary to employ this system for the next distribution campaign and is consulting with Chemonics supply chain experts for further guidance.



Figure 5: Distribution of teaching and learning materials to School Directors, responsible for bringing them to their schools

### C. Results

An analysis of delivery slips (BL) from the January 7-17, 2019 teaching and learning materials distribution campaign revealed the results presented in each of the tables below, detailed by type of materials. Overall findings include the following:

- During the distribution campaign, the vast majority of school directors from 3,376 schools received the correct quantities and language of Lecture Pour Tous teaching and learning materials needed for their CI and CP students and teachers. This represents 98.85% of all schools and daaras targeted by Lecture Pour Tous for the 2018-2019 school year.
- Following the distribution campaign, Lecture Pour Tous helped directly distribute the necessary quantities of each type of materials to the remaining schools whose directors were unable to pick up the materials during the campaign days. This exercise to fill in the gaps was completed by February 28, 2019.
- 62% of the total materials were distributed to directors from Wolof schools, 20% for Pulaar schools and 18% for Serer schools, which roughly matches the projections of 60%, 19% and 21% respectively for each language.
- Early grade reading materials were distributed to benefit 211,690 students.

- A total of 8,330 teachers guides were distributed to teachers and directors in the 21 IEFs involved.

**Table 6: Total Number of Schools Represented in the Materials Distribution, by Region, IEF and Language**

IAs	IEFs	Schools			TOTAL
		Wolof	Pulaar	Serer	
Diourbel	Bambey	126	2	36	164
Diourbel	Diourbel	113	4	74	191
Diourbel	Mbacke	98	12	9	119
Fatick	Diofior	10	-	131	141
Fatick	Fatick	17	5	148	170
Fatick	Foundiougne	159	6	70	235
Fatick	Gossas	69	7	29	105
Kaffrine	Birkilane	87	17	2	106
Kaffrine	Kaffrine	150	8	6	164
Kaffrine	Koungheul	110	34	1	145
Kaffrine	Malem Hodar	85	7	6	98
Kaolack	Guinguineo	101	7	34	142
Kaolack	Kaolack Commune	52	-	-	52
Kaolack	Kaolack Département	170	15	46	231
Kaolack	Nioro	220	30	1	251
Louga	Kebemer	170	14	-	184
Louga	Linguere	101	83	10	194
Louga	Louga	227	36	-	263
Matam	Kanel	-	120	-	120
Matam	Matam	14	194	-	208
Matam	Ranerou	-	93	-	93
<b>Totals</b>		<b>2,079</b>	<b>694</b>	<b>603</b>	<b>3,376</b>
<b>Percentage</b>		<b>62%</b>	<b>20%</b>	<b>18%</b>	<b>100%</b>

- 6,099 CI teacher's guides were distributed to the teachers and directors of the 21 IEFs involved or, respectively, 3,840 in Wolof, 1,113 in Pulaar and 1,146 in Serer. Details are shown in the table below.

**Table 7: Total Number of CI Teachers Guides Distributed, by IEF and Language**

<b>IEF</b>	<b>Total of CI Teacher's Guides - Wolof</b>	<b>Total of CI Teacher's Guides - Pulaar</b>	<b>Total of CI Teacher's Guides - Serer</b>
Bambey	249	3	77
Birkilane	146	-	4
Diofior	22		282
Diourbel	220	5	115
Fatick	41	9	293
Foundiougne	202	10	126
Gossas	118	7	48
Guinguineo	203	12	62
Kaffrine	211	5	9
Kanel		191	
Kaolack Commune	136		
Kaolack Département	360	30	94
Kebemer	307	20	
Koungheul	189	38	1
Linguere	206	109	15
Louga	405	52	
Malem Hodar	139	8	6
Matam	33	406	
Mbacke	206	17	12
Nioro	447	59	2
Ranerou		132	
<b>Grand Total</b>	<b>3,840</b>	<b>1,113</b>	<b>1,146</b>

- 2,231 CP Teacher's Guides were distributed to the Teachers and Directors of the 21 IEFs involved or, 1,280 in Wolof, 439 in Pulaar and 512 in Serer. See the table below for details by IEF.

**Table 8: Total Number of CP Teachers Guides Distributed, by IEF and Language**

<b>IEF</b>	<b>Total of CP Teacher's Guides - Wolof</b>	<b>Total of CI Teacher's Guides - Pulaar</b>	<b>Total of CP Teacher's Guides - Serer</b>
Bambey	-	-	-
Birkilane	94	4	-
Diofior	-		147
Diourbel	-	-	-
Fatick	31	7	169
Foundiougne	95	3	58
Gossas	71	2	38
Guinguineo	128	8	39
Kaffrine	143	2	5
Kanel		164	
Kaolack Commune	115		
Kaolack Département	174	12	50
Kebemer	-	-	
Koungheul	117	15	-
Linguere	-	-	-
Louga	-	-	
Malem Hodar	78	5	4
Matam	15	157	
Mbacke	-	-	-
Nioro	219	32	2
Ranerou		28	
<b>Grand Total</b>	<b>1,280</b>	<b>439</b>	<b>512</b>

- 159,670 CI textbooks were distributed for students of the 21 targeted IEFs or, respectively, 103,115 in Wolof, 27,779 in Pulaar and 28,776 in Serer. Details are shown in the table below.

**Table 9: Total Number of CI Student Textbooks Distributed, by IEF and Language**

<b>IEF</b>	<b>Total of CI textbooks - Wolof</b>	<b>Total of CI textbooks - Pulaar</b>	<b>Total of CI textbooks - Serer</b>
Bambey	7,558	52	3,069
Birkilane	2,591	318	48
Diofior	597		6,563
Diourbel	8,016	100	3,375
Fatick	1,021	180	7,483
Foundiougne	6,161	143	3,028
Gossas	2,580	174	1,096
Guinguineo	3,982	205	1,028
Kaffrine	5,793	175	160
Kanel		6,776	
Kaolack Commune	6,958		
Kaolack Département	7,852	428	2,112
Kebemer	7,534	399	
Koungheul	3,783	779	27
Linguere	4,951	2,442	314
Louga	10,215	1,054	
Malem Hodar	2,816	107	117
Matam	737	10,846	
Mbacke	10,246	629	313
Nioro	9,724	1,041	43
Ranerou		1,931	
<b>Grand Total</b>	<b>103,115</b>	<b>27,779</b>	<b>28,776</b>

- 52,020 CP textbooks were distributed for the students of the 21 IEFs involved: 29,749 in Wolof, 10,937 in Pulaar and 11,334 in Serer, as shown in the table below.

**Table 10: Total Number of CP Student Textbooks Distributed, by IEF and Language**

<b>IEF</b>	<b>Total of CP textbooks - Wolof</b>	<b>Total of CP textbooks - Pulaar</b>	<b>Total of CP textbooks - Serer</b>
Bambey	-	-	-
Birkilane	1,821	55	-
Diofior	-		3 535
Diourbel	-	-	-
Fatick	758	140	4,048
Foundiougne	2,932	45	1,228
Gossas	1,472	26	726
Guinguineo	2,364	140	547
Kaffrine	3,593	25	106
Kanel		5,368	
Kaolack Commune	4,975		
Kaolack Département	3,546	117	1,061
Kebemer	-	-	
Koungheul	2,361	225	-
Linguere	-	-	-
Louga	-	-	
Malem Hodar	1,442	59	56
Matam	366	3,838	
Mbacke	-	-	-
Nioro	4,119	533	27
Ranerou		366	
<b>Grand Total</b>	<b>29,749</b>	<b>10,937</b>	<b>11,334</b>



- 156,638 CI take-home booklets were distributed for the students of the 21 IEFs involved: 101,267 in Wolof, 26,881 in Pulaar and 28,490 in Serer, as shown in the table below.

**Table 11: Total Number of CI Take-Home Booklets Distributed, by IEF and Language**

<b>IEF</b>	<b>Total of CI take-home booklets - Wolof</b>	<b>Total of CI take-home booklets - Pulaar</b>	<b>Total of CI take-home booklets - Serer</b>
Bambey	7,316	49	2,999
Birkilane	2,598	318	48
Diofior	597		6,598
Diourbel	7,875	95	3,275
Fatick	1,021	202	7,408
Foundiougne	6,191	143	3,028
Gossas	2,516	125	1,067
Guinguineo	3,935	205	1,012
Kaffrine	5,794	147	160
Kanel		6,726	
Kaolack Commune	6,958		
Kaolack Département	7,750	428	2,112
Kebemer	7,247	378	
Koungheul	3,764	779	27
Linguere	4,700	2,136	295
Louga	9,735	1,015	
Malem Hodar	2,816	107	117
Matam	701	10,492	
Mbacke	10,039	621	301
Nioro	9,714	1,111	43
Ranerou		1,804	
<b>Grand Total</b>	<b>101,267</b>	<b>26,881</b>	<b>28,490</b>

- 51,509 CP take-home were distributed for the students of the 21 IEFs involved: 29,590 in Wolof, 10,740 in Pulaar and 11,179 in Serer. The details are summarized in the table below.

**Table 12: Total Number of CP Take-Home Booklets Distributed, by IEF and Language**

IEF	Total of CP take-home booklets - Wolof	Total of CP take-home booklets - Pulaar	Total of CP take-home booklets - Serer
Bambey	-	-	-
Birkilane	1,819	55	-
Diofior	-		3,535
Diourbel	-	-	-
Fatick	758	156	3,983
Foundiougne	2,927	43	1,228
Gossas	1,443	26	695
Guinguineo	2,373	140	547
Kaffrine	3,567	25	106
Kanel		5,356	
Kaolack Commune	4,975		
Kaolack Département	3,507	117	1,002
Kebemer	-	-	
Koungheul	2,344	225	-
Linguere	-	-	-
Louga	-	-	
Malem Hodar	1,442	59	56
Matam	351	3,671	
Mbacke	-	-	-
Nioro	4,084	528	27
Ranerou		339	
<b>Grand Total</b>	<b>29,590</b>	<b>10,740</b>	<b>11,179</b>

- 3,908 alphabet charts were distributed for CI classes of the 21 IEFs involved: 2,384 in Wolof, 764 in Pulaar and 760 in Serer. The details are summarized in the table below.

**Table 13: Total Number of CI Alphabet Charts Distributed, by IEF and Language**

IEF	Total of CI alphabet charts - Wolof	Total of CI alphabet charts - Pulaar	Total of CI alphabet charts - Serer
Bambey	145	1	45
Birkilane	82	-	2
Diofior	13		159
Diourbel	157	4	77
Fatick	44	10	251
Foundiougne	176	4	82
Gossas	77	8	37
Guinguineo	105	7	34
Kaffrine	143	2	5
Kanel		185	
Kaolack Commune	87		
Kaolack Département	198	15	53
Kebemer	195	14	
Koungheul	102	22	1
Linguere	128	85	-
Louga	264	35	
Malem Hodar	70	4	4
Matam	17	235	
Mbacke	139	11	9
Nioro	242	30	1
Ranerou		92	
<b>Grand Total</b>	<b>2,384</b>	<b>764</b>	<b>760</b>

- 241,281 decodable leveled readers were distributed in all of the 21 IEFs, or about 60,320 sets of 4 booklets for each group of ten students per class. Level 1, 2 and 3 booklets were distributed for CI classes and Level 3, 4 and 5 booklets were distributed for CP classes. The table below summarizes the distribution of these materials among the various IEFs.

**Table 14: Total Sets of Decodable Leveled Readers Distributed, by IEF and Language**

IEF	Sum of Livret 1 Wolof	Sum of Livret 1 Pulaar	Sum of Livret 1 Sereer	Sum of Livret 2 Wolof	Sum of Livret 2 Pulaar	Sum of Livret 2 Sereer	Sum of Livret 3 Wolof	Sum of Livret 3 Pulaar	Sum of Livret 3 Sereer	Sum of Livret 4 Wolof	Sum of Livret 4 Pulaar	Sum of Livret 4 Sereer	Sum of Livret 5 Wolof	Sum of Livret 5 Pulaar	Sum of Livret 5 Sereer
BAMBEY	2 996	12	1 171	3 032	12	1 248	2 928	12	1 129	-	-	-	-	-	-
BIRKILANE	1 032	120	20	1 028	116	20	1 659	148	20	656	24	-	656	24	-
DIOFIOR	226		2 760	228		2 760	224		2 784	-		1 204	-		1 204
DIORBEL	2 994	40	1 176	3 053	32	1 209	3 061	40	1 169	-	-	-	-	-	-
FATICK	381	80	3 036	374	80	3 052	612	88	4 708	304	68	1 633	296	64	1 667
FOUNDIOUGNE	2 522	64	1 179	2 518	64	1 176	3 689	66	1 676	1 222	20	516	1 193	20	474
GOSSAS	993	69	348	968	40	320	1 490	56	575	697	12	258	484	9	222
GUINGUINEO	1 580	88	400	1 544	88	400	2 536	136	624	924	56	232	912	56	232
KAFFRINE	2 260	64	60	2 260	37	60	3 544	45	100	1 264	7	40	1 320	8	40
KANEL		2 681			2 680			4 867			2 188			2 186	
KAOLACK COMMUNE	2 828			2 828			4 828			1 972			1 972		
KAOLACK DEPARTEMENT	3 176	178	852	3 180	188	852	4 573	236	1 252	1 360	60	400	1 329	52	400
KEBEMER	2 879	144		2 878	144		2 880	144		-	-		-	-	
KOUNGHEUL	1 503	284	8	1 465	346	8	2 400	397	8	904	92	-	904	92	-
LINGUERE	1 897	846	91	1 766	848	109	1 802	831	108	-	-	-	-	-	-
LOUGA	3 844	310		3 868	306		3 868	309		-	-		-	-	
MALEM HODAR	1 042	44	40	1 039	44	40	1 489	68	64	468	24	21	480	24	24
MATAM	280	4 096		280	4 088		468	5 628		156	1 564		156	1 564	
MBACKE	3 566	156	76	3 566	156	76	3 566	156	76	-	-	-	-	-	-
NIORO	3 493	404	16	3 710	404	16	4 823	566	28	1 358	116	12	1 356	92	12
RANEROU		706			702			738			108			108	
<b>Grand Total</b>	<b>39 492</b>	<b>10 386</b>	<b>11 233</b>	<b>39 585</b>	<b>10 375</b>	<b>11 346</b>	<b>50 440</b>	<b>14 531</b>	<b>14 321</b>	<b>11 285</b>	<b>4 339</b>	<b>4 316</b>	<b>11 058</b>	<b>4 299</b>	<b>4 275</b>

## I. Surplus Supply and Mitigation Plan

Due to challenges in accurately projecting the exact number of classes, students, and teachers requiring materials and the exact number by language of instruction as is required several months before distribution, Lecture Pour Tous used conservative projections for the 2018-2019 school year that resulted in a considerable surplus of supply at the end of the distribution campaign. In addition to challenges with the accuracy of MEN data and projections of the number of classrooms and students anticipated in the coming school year, the closing or “suspension” of many classes due to lack of teachers exacerbated the situation this year. The table below presents the situation of surplus supply of teaching and learning materials at the end of the intensive distribution campaign.

**Table 15: Surplus Supply of Teaching and Learning Materials by Type**

Category	Percentage remainders (in relation to the quantity printed)
(CI/CP) Teacher's Guides – Wolof, Pulaar, Serer	24%
(CI/CP) Classroom textbooks – Wolof, Pulaar, Serer	36%
(CI/CP) Homework books – Wolof, Pulaar, Serer	36%
(CI/CP) Alphabet charts – Wolof, Pulaar, Serer	14%
1-3 Decodable leveled readers – Wolof, Pulaar, Serer	45%
4-5 Decodable leveled readers – Wolof, Pulaar, Serer	29%

This surplus was confirmed by both the analysis of the delivery slips and the inspection of the remaining materials observed in each of the 21 IEFs.

While the surplus is considerable, Lecture Pour Tous plans to use these materials during the 2019-2020 school year for new students and teachers as schools are added to the program and a certain amount of lost or damaged materials are replaced. This is possible because the same edition of CI and CP materials used this year will be used again in the coming year. And for CP in particular, many more classrooms will be added to the program in the 2019-2020 school year as the phased roll-out of implementation progresses; the CP surplus will be used up and additional printing will be done only to supplement the existing supply. In addition, any remaining surplus decodable leveled readers will be distributed to strengthen the classroom libraries, increasing ratio of booklets per students.

Finally, the surplus of CI and CP materials should allow for all CI and CP classrooms targeted by Lecture Pour Tous to start lessons from the very beginning of the school year, and to fill in any gaps in supply over the next two school years.

After retrieving the surplus supply from the IEF staging sites, Bolloré stored the remainders in their warehouse in Dakar and has transferred them to a storage facility at the MEN's regional teacher training center in Kaolack. Lecture Pour Tous has since hired a security guard service to secure the warehouse for the period during which the program materials will be stored there.

## **D. Compilation, Analysis and Exploitation of the Data**

As part of the immediate post-distribution oversight and auditing procedures for both compliance and management purposes, Bolloré, MEN, and Lecture Pour Tous actors undertook the verification and data analysis process described below.

Materials management personnel in each IEF compiled the delivery slips filled out for each transfer of materials to a school director and checked these against the list of targeted schools in their department order to identify schools whose directors did not receive their allocation.

Then, Lecture Pour Tous focal point staff based in each IEF verified all of the delivery slips and transferred these documents to the program's zonal offices in Louga and Kaolack so that they can be entered into the program databases. Lecture Pour Tous decided to centralize the uploading of data in the program's zonal offices in order to ensure the security of the delivery slips, the only documents which confirm distribution. The IEF personnel and program focal points embedded at the IEFs could not ensure the complete security of these documents. The transfer of these documents to the zonal offices took more time than expected due to several factors, including the need to still use these slips in the IEFs for a period in order to identify the schools whose directors did not participate in the IEFs' distribution campaign.

Once the delivery slips arrived in the zonal offices, Lecture Pour Tous' monitoring, evaluation and learning (MEL) agents entered their data into the database. This data entry and the subsequent data cleaning and analysis took more time than anticipated, due to the large number of delivery slips, the many different types of materials to be distributed to one school (up to ten different materials to be distributed to the same school), and the fact that the Bolloré track and trace system was unavailable.

Finally, the MEL team's analysis of the delivery slip data confirmed that the correct quantities of each type of material were distributed to each IEF and school. The team also estimated an error rate in the distribution data of approximately 1% due to data entry errors. Given the significant amount of surplus materials after distribution was completed and thus the stock of remainders found in both the 21 IEFs and the Bolloré warehouse in Dakar, it is possible that there are slight inaccuracies in the quantity of surplus materials inventoried, but the MEL team considers any such errors to be insignificant and the database is deemed to be reliable and usable.

## **E. Challenges and Lessons Learned**

Despite several challenges, the distribution campaign for 2018-2019 teaching and learning materials was successful overall. Lessons learned during the 2017-2018 distribution made it possible for Lecture Pour Tous to distribute all instructional materials within a very short period of time. Despite the fact that it was executed in January 2019 due to delays in the development, printing, and shipping of the materials, this rapid distribution effort is considered a success by all of the partners and beneficiaries. Furthermore, the upcoming 90-day post-distribution audit will allow the MEN and Lecture Pour Tous to fully confirm that the sufficient quantity of all material types in the right language are in fact in the hands of students and teachers, and that they are being used and managed effectively.

Based on the experiences from this year, a number of positive lessons learned and points for improvement were identified for perfecting distribution for the next school year and to ensure a more efficient distribution, real-time monitoring, and the availability of all necessary the materials at the beginning of the school year.

### **Things that went well:**

- Centralized distribution to the IEFs from which school directors collected their respective materials was deemed a success. Compared to direct distributions by a distribution agent to all schools, this IEF-based approach greatly reduced the distribution time, cost, and logistical and management problems related to school identification and access.
- Communication activities around this campaign were also an opportunity for the MEN (and USAID) to publicize its efforts to improve early grade reading and generate excitement and engagement on the part of educators, students, parents, and other community members.
- In contrast to what was done the previous year, embedding Lecture Pour Tous staff in each IEF proved very useful in helping local authorities manage the distribution campaign, rapidly identify schools whose directors did not participate, and subsequently distribute materials directly to those schools without delay. In the future, Lecture Pour Tous will be working even more closely with the MEN to strengthen institutional and personnel capacity to manage these processes more autonomously, with streamlined systems that ideally will dovetail with any track and trace system adopted or used by contracted distributors. Placing Bolloré agents at the IEFs during distribution days, and their participation in these operations, was also a positive initiative which must be repeated.
- Distribution through the IEFs made it possible to distribute the precise number of textbooks needed, and in the language of instruction at the schools, as Lecture Pour Tous and IEF educational materials officers verified the necessary quantities prior to giving them to school directors.
- The reimbursement of school director transport expenses greatly facilitated the retrieval of the materials from IEFs and delivery to schools. If the MEN employs this distribution strategy moving forward, these expenses will need to be considered; however, the advantage is that these costs will likely be much less than the last mile distribution attempted by a private distribution company, as Lecture Pour Tous has previously experienced.
- Using IEFs as material staging sites for both storage and distribution to directors was also beneficial because it minimized logistical constraints, increased the materials' security, and helped saved considerable time.

### **Areas in need of improvement:**

- Since Lecture Pour Tous was unable to employ a track and trace system this time, additional planning is needed for such a system to be used during the next large-scale distribution. This system would facilitate rapid data feedback and report preparation during and after the activity. Lecture Pour Tous is currently reviewing several options to utilize track and trace for the coming school year, and in the most sustainable way possible for the MEN.
- Despite the efforts of Lecture Pour Tous focal points and MEL staff, data sharing with the program's zonal coordinators and procurement staff must be improved. During the next distribution, Lecture Pour Tous will further clarify the roles and responsibilities of each link in the chain, to guarantee a more rapid feedback of information and will seek to streamline systems for more efficient data sharing.

- Given the various problems encountered in extracting data from the delivery slips, Lecture Pour Tous deems it necessary to either employ a track and trace system that automatizes this process or at the very least update the design of the delivery slips to include pre-set lists of materials and languages; this would ensure a clear, standardized breakdown of the quantities of materials distributed by type and language. This relatively simple design fix in the delivery slips would make it much easier to complete the forms and increase the validity and reliability of the distribution data.
- The day after the materials were delivered to the IEF sites was originally intended as the first day of distribution to the school directors. In reality, this day was ultimately dedicated to unloading the materials and organizing them. In most cases, effective transfer of the materials to the school directors could not be done until either the afternoon of the first day or the next morning. For the next round of deliveries, it would be wiser to convene the school directors beginning on the second day, in order to avoid long waiting times.
- The distribution campaign will be better prepared if all actors (Lecture Pour Tous staff, Bolloré agents and IEF educational materials officers) are trained before the operation begins. This will allow them to familiarize themselves with the materials and to become familiar with the delivery ratios to be used (number of books per person, class, etc.) during distribution. The program experienced several difficulties regarding decodable booklets and had to provide repeated guidance to the agents involved so that they could complete their tasks correctly.
- The lack of reliable educational statistics made it difficult to estimate the actual numbers of books needed prior to the beginning of the school year, and thus resulted in a considerable surplus of materials after this distribution campaign. Fortunately, the majority of this supply will be utilized in the next school year. Nevertheless, the program team is exploring alternative ways to more accurately project the quantities of materials required to avoid such a surplus in the future.

### 3. CONCLUSION

The distribution campaign for teaching and learning materials for the 2019-2020 school year was overall satisfactory. It was made possible due to a close collaboration between the key actors, including Lecture Pour Tous staff, IEF materials management personnel and inspectors, as well as the agents from the Bolloré distribution company. Effective coordination between the program, local authorities, and school directors contributed greatly to the success of this distribution campaign. The team achieved a distribution rate of approximately 98% of the necessary quantity of each type of material and the correct language of instruction needed for all target schools and daaras, transferred over a period of just a few days. After Lecture Pour Tous rapidly responded to directly distribute materials to the remaining schools by the end February 2019. This distribution strategy greatly reduced the time, cost, and logistical challenges to such a large-scale distribution.

Immediately following this distribution campaign, Lecture Pour Tous launched a further quantitative and qualitative audit using both a call center to contact all targeted teachers in order to confirm the quantities received, and classroom visits in a representative sample of schools. The results of these two independent surveys will be integrated into the 90-day post-distribution audit report.



Lecture Pour Tous plans to take all lessons learned from this distribution campaign and apply them to the 2019-2020 school year in order to make notable improvements in the distribution system, as well as in the development, printing, and shipping of the materials.

## **4. APPENDICES**

- Summary table of the printing and shipping process (Excel)
- Bolloré inspection of textbooks in Spain (PDF)
- Sample printing form (Dakar) (PDF)
- Printed materials packing list (Burda) (PDF)
- Delivery slip (School) (PDF)